

Editorial

In my editorial to the previous issue of the World Transactions on Engineering and Technology Education (WTE&TE), Vol.20, No.1, I expressed my strong concern about the current war in the centre of Europe that has added more volume to the already complicated situation in international academia stemming from the Covid-19 pandemic. Some of these complications have been resolved through the use of technology and created new paradigms, the *new normal* of on-line only or hybrid learning. However, as noted by several of our authors, there is no replacement for direct contact in teaching/learning, research activities, exchange of information at various fora. Thus, the pandemic and now the war in Ukraine have also impacted on international F2F conferences organised by the WIETE. As the old proverb says the misfortunes always seem to go in pairs. However, based on my perusal of recent articles published by the WIETE, I am reassured, to some extent of course, about the high relevance of university education for future generations. But, education, and in particular engineering education, needs to be transformative, adaptive and dynamic.

The most important aspect and challenge for universities has been the provision of high standard education to students. As a response, most of the articles published recently endeavour to report on the education process, which has been carried out over the Internet, and the message is mostly positive. However, the real effects of current education and emphasis on life-long learning will be discernible in the years to come, perhaps in five or ten years from now, when the present cohorts enter their professional life. Many authors also express their concern about the social side of the education process, as present-day students have less on-campus learning experience and their direct F2F interaction with teachers and peers is often insufficient for their full social development. On the other hand, both the educator and student have been empowered by ever more sophisticated technologies that create opportunities for educational enhancements not available to previous generations.

The second aspect is the internationalisation of education. With so many pandemic-related lockdowns across different countries and the resulting restrictions on departures and arrivals, international students have often been confined to their homes and prevented from continuing their education abroad. This has a huge effect on their education, as well as an economic impact on provider universities, which have lost a substantial chunk of their income. Many provider universities have been forced to reduce their activities and retrench their staff. This has affected not necessarily the redundant staff, but those vulnerable staff on casual or part-time positions, and mostly those who were in the front of the class, heavily involved in teaching. The shortage of funds has also had a strong impact on research and research publications. However, this particular issue deserves special attention and I will endeavour to address it in one of my future editorials.

In the meantime, I am pleased to present our readers with this issue of the WTE&TE marked as Vol.20, No.2 that consists of 11 articles touching on important matters for engineering and technology education. The research articles cover a multitude of topics and ideas some of them related to the Covid-19 pandemic. These articles come from ten countries worldwide, with three articles coming from Kazakhstan, two articles from Poland, one article each from such countries as Columbia, Indonesia, Malaysia, Perú, United Arab Emirates, as well as one joint article coming from Fiji, United States of America and Nigeria.

It is my pleasure to thank the authors of these articles for their resilience in carrying out their research and sharing its results with others colleagues. My sincere thanks also go to the referees, as well as members of the editorial team that includes, such as Professor Andrew Nafalski, Dr Dianne Q. Nguyen, Professor Derek O. Northwood, Mrs Dorota I. Pudlowski, Associate Professor Arthur J. Swart and Professor Robert Špaček for their support in the preparation of this issue.

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